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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

The Right Time

SOME TIME ago the Alabama Supreme Court approved the verdict of the lower court, which made the Louisville and Nashville railroad pay Ellen Clark five hundred dollars because the clock in the waiting room of the Union Station at Decatur, Alabama, was seven minutes slow, and, as a result she missed a train which carried the body of her son to Huntsville for burial. The train, which was scheduled to leave Decatur at 6.30 in the morning, in reality left at 6.23 by the clock in the waiting room. As a result the body was carried to Huntsville in the morning and the mother because she missed that train could not get there till the afternoon.

The lower court awarded her five hundred dollars, and the Supreme Court confirmed this award. The Supreme Court said: "When a railroad puts a clock or any other timepiece in the gaze of the public it is bound by duty to its patrons to keep it so regulated as to furnish reasonably accurate time, and failing so to do, it is responsible for any damage such error in time may bring to its patrons."

What effect would it have if Boards of Education, superintendents and teachers were haled into court whenever children do not receive education that is up-to-the-minute?

Whether we like it or not the public will soon demand that all education shall provide reasonable equipment for boys and girls to have education that is marketable in the way, in the place and at the time when they seek to market it.

The public must know what may be reasonably expected of the schools. It cost that railroad system five hundred dollars to allow its clock in the waiting room to be seven minutes slow. What would be the amount of damage if the education of boys and girls was seven minutes behind the schedule?

All of the principals of Birmingham will go to the Texas meeting of the Department of Superintendence of the N. E. A. The City Board of Education has voted one hundred dollars to every principal attending the meeting.

Fair to the South

WHILE it is easy for New England to be critical of the ways and means of the South the fact remains that the South is making greater strides industrially, commercially and socially than any other section of the United States, and their inroads on New England are liable to make our criticism annoying by and by. We think the following from the Boston Herald of December 20, 1926, significant:—

EDUCATORS, TAKE NOTICE

To the Editor of The Herald: Returning from the South, with its refreshing atmosphere, I cannot resist the temptation to refer to one series of interesting facts.

Atlanta public school people, 200 strong, are going to the Dallas meeting of the Department of Superintendence of the National Education Association in February, in a special Pullman train of nine sleepers.

The city of Birmingham is to send its superintendent, all of his assistants and subject supervisors to Dallas at public expense, and will give every principal in the city $100 with which to pay the expense of the trip to Dallas. These two cities, with a population several thousand less than Providence and Worcester, will have about as many representatives as the whole of Massachusetts.

The president of the Dallas meeting, Randall J. Condon, is a son of Maine, had two superintendencies in Massachusetts and one in Rhode Island. The president last year was Frank W. Ballou, who was for several years assistant superintendent of Boston. The president three years ago was Payson Smith, Massachusetts state commissioner of education, and last year Mary McSkimmon of Brookline was president of the National Education Association. This makes Massachusetts head all other states in the Union, directly and indirectly honored, while Birmingham, always at the head in loyalty, has never had a president of anything in the National Education Association.

New England should make a record at Dallas, for the Department of Superintendence is wanted in Boston in 1928.

A. E. Winship.

Boston, December 18.

Los Angeles Orators

TWO of the three champion high school orators to win the oratorical prize offered by a group of national newspapers that seek to promote the study of the Constitution of the United States have been Los Angeles high school students. Two million high school students studied the Constitution of the United States because of this contest. Herbert Wenig, the seventeen-year-old winner, was the leader of the two million. He had to win over other contestants in the Los Angeles high school which he attended, then over all contestants of Los Angeles high schools, then of Southern California, then of California, then of one of the seven sections of the United States. Then he had to win the verdict of judges of whom Chief Justice ex-President William Howard Taft was chairman. All of the judges were Justices of the Supreme Court. Last year the winner was from Birmingham, Alabama. It is a marvelous record for Los Angeles to win in two of the three oratorical contests.

Evans of Spartanburg

SPARTANBURG, South Carolina, styles itself the "Hub" of the Southeast United States. It certainly has the most spindles of any cotton mills of the South. It is the "Hub" of mill schools and mill welfare of the United States, and it is one hundred per cent. progressively thrifty. But it is not merely industrially and commercially prosperous and progressive, but it has educational distinction aside from the renowned Mill schools, for its new "Frank Evans High School" is the best public high school plant in South Carolina, and one of the best in the entire South, and Frank Evans, superintendent of Spartanburg for thirty-one years, is senior superintendent in South Carolina.

At the semi-centennial of George Peabody Teachers College of Nashville Mr. Evans represented the alumni on the general program. We select a few sample sentences from that address which rings true in every respect.

"The task before us is to organize a system of public education free from political influence. So long as educational policies are formulated by party leaders, and as much for the purpose of securing the votes of ignorant citizens as for meeting the needs of future citizens, the opinion of the ablest men of the state cannot have due weight in public affairs. Every child has a right to an education, but the pathetic part of the matter is that he cannot enforce that right for himself."

John Morrow's Son

IN 1886 JOHN MORROW was superintendent of Allegheny City. The first memorable article that we wrote after becoming educational editor was on Reading, Pennsylvania, Thomas M. Balliet. This so impressed John Morrow that in that little city we had the largest subscription list of any city in the country, and before we had been an educational editor seven months we spent two days in Allegheny City visiting schools and talking to the teachers. From that time to his death John Morrow was one of our most prized personal and professional friends.

Dwight W. Morrow is one of his sons, and on December 4, 1926, the Public Ledger had this editorial page article by Clinton W. Gilbert, under this caption: "Will Mr. Morrow Become President of Amherst College?" We reprint Mr. Gilbert's editorial page article:—

"Dwight W. Morrow's career has been one of the romances of Wall street. There are many of them, of course. Mr. Morrow was the son of a superintendent of schools in Western Pennsylvania, having been born in the small town of Huntington, W. Va. After being graduated from Columbia Law School he got a job in a famous old Wall street law firm.

"That was in 1899. He became a member of the firm six years later, in 1905, and nine years later he had sufficiently attracted the attention of the house of J. P. Morgan & Company to be invited to become a partner in it. This is one of the biggest recognitions of financial talent in New York, and it came to him when he was forty-one years old, fifteen years after he got through law school.

"A few days after he became a member of Morgan & Company the war began, and the Morgan house entered upon its career as the greatest international banking concern in the world. Another chance that made his old friend, a fellow trustee of Amherst College, Mr. Coolidge, President of the United States, contributed to his importance in both the political and the banking world. So he occupies a position which few men have occupied in the history of American business. Before this country became the world's money centre no one could be the figure throughout the world that an important member of one of the great New York banking houses now may be.

"He is a restless, rather nervous man, of small stature, young-looking—he is only fifty-three years old—affable, friendly and accessible, famous for his habit of becoming so engrossed in whatever is occupying his mind that he completely forgets what his plans for the day are. His sympathetic manner in personal intercourse and his interest in other men make him popular in circles where he is known, as he is among the graduates of Amherst. Extraordinary as his care has been, nothing would seem more extraordinary than turning his back upon the position of influence and power which he occupies in the world of international finance to become the president of a college, yet I have heard some of his intimate friends say that it would not surprise them to see him president of Amherst."

Governor Baker

GOVERNOR S. A. BAKER of Missouri is a schoolmaster governor with vast credit as a business executive.

Uncovering taxes for the benefit of schools is one of the burning issues of education. Governor Baker, a schoolmaster governor, has distanced all big business governors and all lawyer governors. In the last fiscal year he uncovered almost two million dollars ($1,900,000) that was unexpected when the year began. He made it a personal matter. He wrote personal letters to the county officials, suggested possible sources, and when correspondence failed he went personally and helped to uncover hidden tax treasure. We think there has never been anything comparable to the success of Governor Baker in this "research" department.

All of this money according to law went to the state educational institutions, and it is a glorious Christmas gift, something in the right place, at the right time, from the right source.

President Little of Michigan

PRESIDENT CLARENCE C. LITTLE of the State University of Michigan has certainly captured the student body of the university quite beyond anything recently demonstrated in university circles. In a recent address of the National Student Federation of America he said:—

"There must be a greater co-operation between students and faculty, reorganization of the first two years of college work, improvement in housing conditions for students, athletics for all, and a better system for the admission of students into the universities.

"After almost 300 years of educational experience in this country, we find ourselves still trying to obtain satisfactory relations between the faculty and students. There are many members of the faculty who do not wish any contact with first or second-year students, and many who have lost all interest in uninformed minds. This is an admission of weakness. Civilization has been in the hands of old men and very little of it has lasted. The political and religious systems are old and need youth.

"Athletics for all is one of the most talked of and least practiced ideas. Intercollegiate athletics must become human if they are to survive.

"We need a better system of admission which does not consider merely academic standing. It must include an effort to learn whether the prospective student has the elements of leadership. We must try to see boys and girls as long as possible before their coming to college. Admission by higher standing merely will kill youth.

"We have been treating the student's mind as though it were a bag. We teach the student to load in the facts with the least possible effort. If the student can unload well at examination time, he gets a pass key to the intellectual garret of Phi Beta Kappa. We are not ready for an educational system which is human."

Public School Achievements

By A. E. WINSHIP

IT IS SO easy to write, talk and think pessimistically about public affairs locally and nationally that it may be worth while to call attention to some exceptional public school achievements that are beyond the range of opinions but which no one seems to have noticed.

History is never made by any event that is of merely local interest. The Boston Tea Party made history, because it interested all of the American Colonies and interested the British as much as it did the Americans.

Nothing is history so long as it needs propaganda. No matter how brilliant the propaganda is it is never history until it eventuates in achievement.

There was famous educational propaganda from 1790 to 1830, but none of the famous writings of Noah Webster and Thomas Jefferson nor any one else in those forty years made educational history.

The Ordinance of 1787 was the chief public school event of the New World prior to 1830, and it would probably not have been passed before 1830 had it not been passed before 1790, and that memorable ordinance made little educational history beyond Ohio for forty years.

Educational history is being made at a fabulous pace because achievements become national as soon as they germinate, and most of them have no propaganda that attracts attention. Brilliant professional propaganda disappears like morning dew, which is so refreshing for a few minutes, and disappears as soon as the day dawns.

City school administration has made history as fruit ripens when the green fruit is through growing, and the educational history has had little if any professional propaganda.

In 1926 no superintendent of the fifty largest cities in the United States retired under fire, and none was even in jeopardy, and of the 1,800 other cities of more than 5,000 only four important enough to attract attention dealt violently with their superintendent, and few others had appreciable fear of professional violence. This was an achievement so rare as to have been regarded as impossible five years ago.

This stabilizing of the city superintendency is an educational achievement unaided by professional propaganda, by voice or pen, and it has not come from a lowering of the administrative standards.

Accompanying this achievement is an absence of the restlessness of a few years ago. There was a very general feeling among city superintendents until quite recently that if one was reasonably successful he should have a better superintendency. This restlessness was largely responsible for the instability of the city superintendency. If there was a good vacancy anywhere from thirty to fifty men, well settled, applied for it, and each asked from five to ten men to lend a hand. Each of these aids was liable to say to several men that this man was likely to be elected. The result was that the community where he was well settled expected him to go and several people were being groomed for his job. Of course only one of the many applicants was elected, and for every one that failed there were several disappointed candidates for his position. If a superintendent was a candidate three times he needed to look after retaining the position he had. This was one cause of the tendency of men well settled to be content to stay well settled. This was a safe remedy for the restlessness of city superintendents, but it was not the only cause of stabilizing the city superintendency.

The public has wearied of what it came to think of as professional political propaganda, and has frowned upon all disturbance of administrators. This is made clear by the fact that county superintendencies have largely been stabilized. There are three thousand county superintendents and five years ago most of these had to get out or would have been put out at the end of a second term, but this year the disturbances have been rare.

It has been fatal for governors and candidates for governorships to attack education. In Maine two years ago a candidate made his campaign on an attack on the State educational policy, and he was defeated by forty thousand. In Michigan an anti-educational gubernatorial campaign in the primary was lost by 100,000. In the State of Washington on an anti-educational platform the governor lost the legislature and all other issues. In California an anti-educational governor was defeated and education won the legislature and everything else. Nowhere did an anti-educational gubernatorial candidate win in 1926.

Belding's Page

PARKING IN CAMPUS

LIFE is complicated by a number of things—among others, the automobile. Its presence in great numbers causes constant efforts to adapt ourselves. It is a fact, often a brutal fact, which must be reckoned with.

College presidents and deans are having their problem of the automobile. It not only crowds the campus, but creates social and academic problems.

Heads of some country colleges have had the courage to require that undergraduates leave cars at home. But these educators are obliged to qualify their ruling with exceptions in favor of students who find cars a necessity for transportation to and from the institution.

Unquestionably the possession of an automobile by a college student is a distraction and a temptation. Parents should have sense enough not to equip their sons and daughters with cars for use while in college. But many of them have no wisdom in such matters. More power to the educators who have bravely endeavored to keep their colleges free of this incumbrance. They have set themselves a hard task. They will be misunderstood and maligned. But they may win out if they are good fighters.

HER BEST CRITICS

CHILDREN often know more about a teacher than she herself knows. They have an uncanny gift of insight. They detect insincerity the quickest of anything. Anything resembling pose or deception they despise. No teacher can succeed well with her pupils if they think she is a fraud. Conceit is another thing they dislike, provided the teacher has it without cause. They will endure a good deal of it if the teacher is really keen-witted, a guide whose intelligence they trust.

A third point which pupils cannot abide is—injustice in a teacher. No teacher can have favorites without the entire class knowing them by name. The favorites themselves, however much they may play for advantage and may flatter the teacher into thinking they have a deep admiration for her, rarely have any reciprocal feeling. They know they are being treated better than they deserve—that they have a pull. And they know that their classmates know it. Often the teacher's favorite pays the price in becoming an object of derision or contempt. The sense of justice of the whole class is offended by the teacher who isn't fair and impartial to all.

No teacher is perfect. If she thinks she is, she ought to hear what her pupils have to say when she isn't listening. But sometimes they let certain good qualities in the teacher offset certain qualities which are not so good. They usually try to make the best of their situation. And they recognize a true-hearted, noble nature, and respond to it.

THIS LEADING OUT

IF TO educate is "to lead out," then education not only implies leadership, but IS leadership.

The educator, then, is in a position of bold presumption. His pursuance of the teaching art proclaims to his pupils if not to the world that he considers himself fitted to lead.

What is essential to leadership, in that place of immense responsibility occupied by the educator?

Obviously, one need not be a genius. If that were a fundamental requirement, there would be precious little education. Genius is a scarce article; and a large part of what genius there is refuses to be corralled into teaching.

Successful leadership begins with the earnest desire to lead. Given that desire one may accomplish much by serious and prolonged effort to qualify. A fairly stupid person who honestly tries to blaze a trail for youthful minds may obtain better results than a brilliant teacher who trusts too much to brilliancy and not enough to diligent striving.

Originality is desirable, and some traces of it every real teacher must possess. But the army of educators has many uses for captains, lieutenants and sergeants as well as for generals.

If one start with some natural inclination for teaching; if one be gifted with capacity for learning, and a habit of thoroughness in study—visions of how and whither to lead may be caught from other personalities. Master minds are available in books, in lectures, and in acquaintanceships.

To remain a leader one must move steadily forward. To halt is to fall behind. One may remain in the same grade and at the same salary for years without ceasing to be a leader. But one may not cease to progress mentally without falling behind the alert young people one has set out to lead.

Anson W. Belding

Associate Editor.

An Inventory—1906-1926

[By the Teachers of New Britain Schools.]

CLEARLY conscious of membership in a school organization that stands among the best, we pause at the conclusion of twenty years to take an inventory. We find that we are four hundred and more and that we are working with over fourteen thousand children and youth. Whichever way we turn, underlying our plans, facing us on every side, and hovering over us we find two dominant ideas: First, the schools in all their parts must serve to the utmost, the individual child or youth according to his abilities and his needs; second, these abilities and needs are the abilities and needs of a living soul, and can be served only in an environment that provides for life, for a rich, many-sided, industrious, happy, and growing life.

We find that in two decades these dominant ideas have resulted in a most remarkable development. Many significant things have been done.

An organization has been effected which discovers, cherishes and develops the personality of the child. No talent, no interest, no bent, no age period, no handicap is too insignificant. To bring the teacher close to the pupil, the size of the study group has been reduced. To give an abundance of natural life contacts, with opportunities for exploration and initiative, a plan with specially prepared teachers and a socialized program has been adopted in the elementary schools. To counteract the disadvantages of those whom they serve, there are the open-air school, the school for atypical children, the school for those who have not yet learned to speak English, and the school for the semi-blind. Junior High schools are holding the interest of parent and child in school opportunities, and beyond the age of compulsory education are helping the boy or girl find out what he or she wants to do in life, and by a system of departmentalized instruction are leading up gradually and attractively to the senior high school and the trade school; where, in a homogeneous group, the boy and girl become the young man and the young woman and, under the guidance and influence of those interested not only in particular callings but also in life as a whole, making their start in the world's work.

The value of the child's time has been emphasized. New Britain's offering in public education has been greatly enriched and yet the time for its completion has been reduced by a year. Through the institution of mid-year promotions the time has been so economically ordered as largely to prevent waiting and marking of time. Through the institution of the summer school there has been a large opportunity to overcome the dangers of retardation and for the rapid worker to make the most of his talents.

Health has been made paramount. A knowledge of the laws of health, the practice of these laws and healthful conditions for school activities have been assured by a school health service engaging all the time of a corps of physicians, physical instructors, nurses, and dental hygienists and with co-operating clinics.

Right habits have been made fundamental. Through definite and complete assignments, individualized instruction and close supervision of both work and play the child has grown in directness of purpose and action, dependable judgment and responsibility, and a consciousness of increased power and pleasure.

The importance of good citizenship has never been forgotten. To a full and clear information in American ideals and institutions have been added the much more important experiencing of these institutions and the practice of these ideals in the organization and daily life of the school units.

The proper use of a desirable leisure has received large consideration. Through play, athletic sports, the appreciation and practice of the fine arts and the implanting of wholesome tastes in reading the present happiness of the child has been notably enlarged and a richer future assured.

A moral soundness has always characterized atmosphere, instruction and practice. Recently the large importance of religion in the child's life has been definitely recognized.

Provision has been made for a steady improvement in standards through improvement in teaching. There has been a flexibility of organization and the creation of opportunities for professional expansion and growth. The qualifications required of candidates have been increased. A system of supervision has been established in all divisions. Special inducement has been offered to encourage professional study. A semi-official Teachers' Council has been organized.

A parents' and teachers' organization in every district has brought into close co-operation the home and the school. The same thoroughness which is found in the business accounts of the schools has characterized the child accounting. Ability, effort, and achievement, determined by

standardized measurements, afford valuable means for estimating progress and giving it direction. The attendance department has been expanded and its usefulness greatly increased by the visiting teacher.

A plant has been built to serve the plan. As school life has grown richer, the plant has been made suitable to the richer life. Auditoriums, gymnasiums, playgrounds, libraries, laboratories and shops have been provided. And the appointments of classrooms have been made appropriate to the life experiences that are sought.

The Child's Idea of Lessons or What is a Study?

By A. W. BURR
Beloit College

"A STUDY is a book given and taken in lessons, because it is in the course; the teacher gives, and I take, the lessons."

If the body of the child up to fifteen was as spoon fed by a course as the mind is to that age, what would be the result? Go into a score of classes from the spelling book to geometry, and ask: "What are you doing this for?" The answer will be: "Because it is in the course." Why do not teacher and learner find out what their study is for? The answer is, tradition, "Never thought of it," yet how can they get anywhere without knowing where they are going?

"A study is a book learned and recited to a teacher; the book must be recited somehow. If I can give the words of the book, so much the better. I don't have to know what it means or what it is for. It is a bore to go day after day and tell over what you know, and what all the rest are supposed to know. I wouldn't tell a story that all the company knew. The only fun is in wondering why Jane and John recite so poorly today." There is too much reciting, and too much thinking that taking a study is re-citing.

"A study is going through a book full of definitions and of rules for doing hard problems. I hate mathematics because I forget the rules and don't know which rule to use. It is all as blind as 'Like signs give plus, and unlike minus.' The rules get the answer, but how or why I don't know."

A study and rules are occasions for getting at principles. When the child is told to carry the tens in addition, he can learn that only like things can be added. Studies need more hows and whys by the learner and by the teacher; then the classroom has something new for both.

"A study is a book of the course that tells what men have found out about something; as flowers, rocks, nations, Latin. Of what use is so much 'has been knowledge'?" That is a just complaint about many studies. Vocational studies is not the remedy; they go too much by imitation. It is bringing the "has been" into the present for understanding, comparison, and use, that most school studies need greatly today; not the definition, but "How would you go to an island, John?" "Cross a bay, Jane?" "If there were no Monroe Doctrine, and you were President, would you proclaim the doctrine today? Why?"

"A study is a book full of words and words about persons and things, and I can't see the persons or the things for the words. Why don't they let me see some persons or things of today first, and then I'll know what the persons and things are that I have to know through words." Thus would some thing-minded learner speak, if he knew how to say it. And all learners are more or less thing-minded at first about any subject.

The ideas of studies should find their way to minds more by observation and finding out, before word definition and rules. For example, "What do the capital letters on this page tell you?" "What the dots, periods?" "Each of you bring a leaf of some tree tomorrow, and tell us all you can see as you look at it." "What does the picture on page 49 tell us?

They tell me: "A study is a book of words and pictures to let me see what the writer saw as he wrote it. But they don't ask me what I see, and I don't know whether I see aright. They ask me what the book says. I would like to know, too, if the others see as I do. They might ask 'What did you see, Mary, when you read about an isthmus?' 'John, Washington at Valley Forge,' or 'Henry, the battle of Issus?'"

More making the words give pictures, more talking and writing from word-made pictures, more imagination, less memory of words. Reading is picturing. Cartoons, illustrations, stereopticon pictures are only seeing. Some of them are good to give meaning to words, but too much of seeing kills the imagination, a startling loss. It is the older people that read today, not the younger.

"What is a study? A book of lessons to be studied. But they never show me how to

study them. All they do is to hear my lesson and give it a mark. They don't care how I get it if I get it. I don't even know how the others get their lessons. Studying a lesson seems to be something personal, not to be talked about." Is not the learner's charge just?

If you are a teacher, suppose some day after assigning the next day's lesson, you make the period a study period, and then call one after another to you and talk over quietly just how the day's lesson was prepared. Suppose, too, next summer instead of taking another course in your subject, you call for a course on Ways of Studying and Teaching.

"A study is a lot of lessons that they make me learn. The teacher drives me to it with marks, detentions, and failures. I hate school and the teachers. If the teacher cared more about my knowing it than about flunking me, it would be different." Yes, I know, but some day a pupil, a study, and the teacher will mean comradeship in the pursuit of learning, not always the pursuit of the pupil by the teacher.

"A study is some lessons that I have got to get a passing mark in somehow. If I get the mark by copying another's work, using a key or translation, or slyly reading from book or paper in class, it won't trouble her or him. If I should steal a nickel from Jane and pass it in to the school Thrift Bank there would be trouble. But copied work and stolen answers are different, I guess." Such conclusions show very plainly how much good morals have to do with studies.

Use of the Sixth Day

By JAMES A. MOYER

Director of University Extension for Massachusetts

HENRY FORD has just "advertised" a five-day, forty-hour week in his plants, and his announcement was immediately approved by the American Federation of Labor. Now arises Professor W. Lighty, of the University of Wisconsin, president of the National University Extension Association, with the comment that: "The five-day week is not yet here and years may pass before machine production will cut manual labor in industry down to forty hours a week. When that time does come we shall face these questions: 'How shall the individual and society profit from the extra day? Shall it be spent wholly in play?'"

There are probably still many people to whom training and improvement appear superfluous. They are inclined to say: "What's the use, we're getting good pay, have plenty to eat, can support a family and a car, and lay by a few dollars for a rainy day." They pretend to admire the progressive spirit in others, and sometimes seek to encourage it in their children, ignoring the fact that their own example of dull contentment and lack of ambition points just the other way.

There is undoubtedly a coterie of rather cynical observers (whose opinions receive far more attention than their numbers or their pretensions warrant) who seem to think that popular education is going to let the country in for a vast amount of class consciousness and discontent. I cannot share this view; in fact, I think such an idea abominable and thoroughly un-American. I can see no reason why giving any person a well-rounded education that he may better enjoy his leisure moments can produce economic or social unrest; in fact, education of the right sort at the right time will have just the opposite effect. Real contentment is never founded on listlessness.

No doubt there is prevalent over wide areas of society a subtle and mysterious inertia against raising the levels of intellectual living. The family which happens to be placed in humble surroundings is said to be "wearing the high hat" or "putting on the dog" if it aspires to culture or self-improvement. Yet the critics of that family are confounded when it comes to proposing other constructive ways of using leisure. Even in this day of the automobile and the radio time drags, and spare hours are spent in idleness for want of ideas. We all know of working men who grow restless during a week-end holiday, and I have known more than one to take on another job during his annual vacation just to kill time.

Any propaganda which stands in the way of the common good and the common advancement ought to be fought to a standstill. Leisure is valueless except when put to proper uses. Study should be one of these uses; study of one's trade which may produce advancement and study which leads to the adoption of a useful hobby or avocation. Will a man who likes to play in his flower garden lose by the study of horticulture? Will his enjoyment of music be less keen for a knowledge of better music? Will he lose interest in reading after a course in appreciation of literature? Not at all. Let him know and he will enjoy more.—Official Letter.

Responsibilities of School Boards

By F. D. BOYNTON

Superintendent, Ithaca

THE greatest problem with which any city or state has to deal is the education of its children. Upon the training of world's children depends the future of the home, of the state, of civilization itself. The question is fundamental. For our own country, committed as it is to the greatest experiment in democratic self-government that the world has yet seen, it is a matter of vital import. Upon our success or our failure in the solution of this problem will depend the perpetuation or the overthrow of American institutions. What is done through the schools to develop native talent and to suppress vicious and anti-social tendencies by creating a proper environment for the child, determines, probably more than does any other influence, what sort of parents, what sort of business and professional men and women, what sort of citizens generally our children are to become.

It is, therefore, a function vital to the life of the republic that school boards are called upon to perform. True, responsibility for the kind of schools we shall have rests ultimately upon the people themselves; but the school board is the instrument which the people have devised for the realization of their educational ideals; and the extent to which those ideals shall be realized, and in large measure the extent to which higher ideals shall be created, depends upon the effectiveness with which school boards discharge their duties, and the fullness with which they utilize their opportunities.

There are, however, certain indispensable conditions which the community that desires effective schools must be willing to provide. In the first place, whether the board of education is elected directly by the people or whether it is appointed by the mayor, the community is responsible for the creation of a public opinion that will insure absolute freedom from partisan political control or from control by any religious, fraternal, social, or other exclusive body. Invisible government and city hall politics must, for the best interests of little children, be rigorously stamped out of the direction, influence, or control of the public schools. Any class or group of citizens who would use the schools for purposes of political or other patronage are malefactors who should be removed as far as the east is from the west from all contact with school systems.

In the second place, the board of education should be given complete control over school finances without interference from any other body, organization, or influence, its responsibility being a direct responsibility to the people and to the people only. It should have sole and complete authority to determine the amount of money necessary to carry forward its plans, and should be in a position to direct that the required amount be raised by taxation, such tax to become a first lien on all taxable property until paid.

Third, it should be given the same full measure of authority in educational matters. This is not to imply that boards of education shall be made up of educational experts. It does mean that, having availed themselves of such expert advice, they shall have full power to determine the educational policies to be pursued, free from all dictation or influence by any group, sect, or organization.

Given these conditions it will be possible to secure for the service of boards of education men and women of the highest type. The roll call of a board of education should be a roll call of the leading business and professional men and women of the community, men and women of the largest affairs, persons too large to traffic in the futures of children. With these conditions and with such a board, a fourth requirement for effective service becomes possible and desirable—namely, long terms of service; for in the development of a school system permanency of policy is of fundamental importance, and it cannot be obtained by the system of rotation in office, a principle in American government at the door of which can be laid the largest share of the responsibility for misgovernment—local, state, and national.

Having provided such conditions, then, the community has the right to demand from its board of education the efficient performance of certain specific duties. It has the right to expect that adequate provision will be made for the physical needs of the school system. It becomes the responsibility of the board to determine the number of school buildings needed and their location; to adopt plans and specifications for new buildings; to make needed repairs, improvements, and extensions to buildings; to provide for their care, lighting, and heating; to purchase needed furniture, apparatus and supplies; and to procure all other physical necessities for the provision and maintenance of an adequate and efficient school system.

The community has also the right, having granted to the board full educational authority, to demand the provision of as ample educational facilities as the financial provision makes

possible. To this end the board is given full authority, subject always to the general laws of the state, to determine the qualifications of teachers, to engage them, fix their salaries, and determine the annual rate of increase; to prescribe courses of study and determine what textbooks are to be used and what supplies are needed; and to employ a superintendent of schools and such other help as may be needed to carry into effective operation the plans for an adequate system of schools.

Unquestionably the most important and difficult task which confronts a board of education is the task of selecting a superintendent of schools. He is its chief executive officer, the responsible head of the school system. To him the board looks for expert advice in the procuring of suitably trained teachers, principals, supervisors, and assistants, secretaries, librarians, and of qualified medical inspectors, nurses and attendance officers. It is upon his recommendation that it appoints or rejects candidates for educational positions, and school health workers, adopts policies, enacts rules and regulations, purchases textbooks and supplies, and appoints janitors, care-takers, and such other assistants as he deems necessary to carry into effective operation the plans and policies of the board. To him it looks also for the inspection of the work of all of its employees and for recommendations for their retention or dismissal. He it is whom the community and the board alike hold responsible for good schools.

This cannot, however, in fairness be done unless the board stands squarely back of the superintendent and follows in the main his recommendations regarding teachers, courses of study, textbooks, supplies, regulations governing the administration of the schools, and other matters of detail affecting their general well-being. Between the members of the board and their superintendent, the man whom they have pushed out between the firing lines of the public on the one hand and of the schools on the other —a sort of solitary inhabitant of No-Man's Land—there must be perfect frankness and confidence. There must be no mines sprung on either side. The superintendent must feel that he can discuss any plan or person in complete detail with his board or with any of its committees confident that the matter will remain perfectly secret until the proper time arrives for making it public. After he has made his recommendations to the board the right and the responsibility of accepting, modifying, or rejecting them rests, of course, with that body; and whatever its action, the superintendent is bound, so long as he retains his position, to do his utmost to make the action of the board effective. If, for any reason, it is impossible for him to do this, the only course open to him is to resign.

Just as the task of selecting and establishing right relations with the superintendent is the most delicate and difficult that confronts a board of education, so does the task of selecting an adequate and well-trained faculty and of establishing satisfactory relations between them and himself present to the superintendent his greatest problem. A diploma from normal school or college is, unfortunately, not a guarantee that its possessor will be a good teacher. It is, as a matter of fact, little more than evidence that he or she has laid merely the necessary foundation for professional excellence. The actual attainment of such excellence depends upon the possession of certain qualities and characteristics whose presence or absence the superintendent must be able, by a sort of sixth sense, to discern. For the teacher is in a very real sense the school. Magnificent buildings, however splendidly equipped, do not constitute a school. Fill such buildings with picked children from the community and you still do not have a school. There is no school until the teacher appears, and the kind of school that you then have depends upon the kind of teacher that appears. Neatness in dress and person on the part of the teacher, purity in thought and life, honest, painstaking thoroughness in work, kindness and thoughtfulness for others, firmness and justice in matters of discipline, accuracy in thought and statement, hopefulness, earnestness, enthusiasm, courage, loyalty to pupils and superiors, these characteristics will reflect themselves in the lives and work of her pupils. On the other hand, a dissatisfied, grumbling, gossiping, scolding, irritable, disparaging, nagging, disloyal, insincere, inaccurate, fault-finding, pessimistic sort of teacher always has a class of intellectual nondescripts, causing her and others trouble, making little or no progress in their studies, and reflecting accurately the personal traits and mental characteristics of the teacher.

Nor does the task of the superintendent end with the recommendation to the board of teachers adequately equipped by training and character for their work. He must see also that opportunity and incentive are provided for the growth and improvement of teachers in service and—less agreeable task—that provision is made for the elimination of the unfit. In all of his recommendations affecting the appointment and dismissal or the salaries of teachers the superintendent must be strictly impersonal and absolutely judicial, being guided by the single consideration of the best interests of the schools. The appointment or reten-

tion of a teacher who is unable or unwilling to discharge the duties of her position with credit should be an impossibility, no matter what her social, church, or political affiliations. There should be but one test for any teacher—namely, does she secure the desired results by good methods? If so, she should be secure; if not, she should be replaced. The very fact of the retention of a teacher in the system should be unequivocal evidence of her fitness to discharge the duties of her high office. Forty children are of more concern than any teacher, and it is the business of the superintendent, and through him of the board of education to see that their interests are given first consideration.

This is not to imply that a superintendent should assume an attitude of superior aloofness from his teachers. A wise superintendent will, of course, invite his faculty to participate in the formation of courses of study; in the examination and recommendation of textbooks, apparatus, and supplies; in the making of suitable regulations concerning the conduct of pupils, the relation of teachers to pupils and pupils to teachers; the relation of supervisors and principals to teachers; the programs of special teachers; and numerous similar matters, and will, for these purposes, have committees of teachers appointed to study specialized fields and report the results of their studies to him. However, after all these things have been done, the responsibility of a definite decision and recommendation to the board is the superintendent's and all should cheerfully carry out his recommendations or resign. Teachers may not agree with the superintendent at all times, and they should feel free to discuss with him frankly their differences of opinion; but having done that, if he still believes that his opinion is the correct one, it is their duty either to do their utmost to make his policies successful or to leave the system. Only in extreme cases where a teacher believes that the question at issue is not merely personal but involves the best interest of the schools, should she take her case to the board or to any of its committees, and then only after notifying her superintendent of her intention of so doing. In any city where a lack of such orderly procedure exists, and where the conditions are such as to bring about a change of superintendents every few years, the whole system deteriorates, and soon comes to be regarded as an educational Sodom, a place to be avoided by all who value their professional reputations. Invariably in such cities the educational standards are low, the salaries poor, and patronage runs riot.

Only where a superintendent, having in mind the whole school system and dealing with principles, never with individuals, except in so far as individuals are necessary to put his principles into operation, can count on the co-operation and loyal support of his supervisors, principals, and heads of departments, can a successful school system be built. For a system of schools, like any other institution, is a growth, a kind of coral formation, built up out of the lives of those who have lived for it. Because of this, it lives on after the individual has completed his task; and it grows bigger and more useful each time a real life has been added to it until it overtops and outweighs the interests of any one individual who may happen at any time to be temporarily at work upon its further development.

But there is one aspect of the problem of school administration which probably looms larger in the minds of boards of education than any here discussed and which we have not yet touched—the problem of the rising cost of public education. Andrew Sloan Draper said: "Education is the master passion of the American people." Briefly stated, the primary cause of the mounting cost of public education is this "master passion." It would seem, therefore, that the unprecedented rise in the cost of public education as represented in the elementary and high schools—city, village, and rural—is due to perfectly defensible causes. Primarily it is based upon the conviction that education according to his ability, physical and mental, is the birthright of every child born in or adopted by this democracy.

Within the period from 1890 to 1920 the increase in the numbers attending the elementary school was approximately 70 per cent., while in the high schools of the country it was more than 700 per cent. Within that period the actual increase in the attendance upon elementary schools exceeded ten millions, and the increase in high school attendance rose from 200,000 to over 2,000,000. The magnitude of the task of building schoolhouses, equipping them with the necessary furniture, and providing teachers for approximately twelve millions can perhaps be better comprehended when we realize that it is equivalent to building schoolhouses adequate to care for the entire population of New York City, Chicago, Philadelphia, and Boston. With the increase in the population of the nation, there is no hope of reducing the cost of public education.

But vast as was the increase in population for the period named, it does not account for the whole increase in expenditure for schools. The real reason is the difference in conception on the part of the people themselves as to what their schools should do. Society is changing; our method of living, of doing business, everything, has changed more in the past twenty years than in the previous one hundred. The home has changed. Minutes of leisure have

expanded into hours for all classes, young and old, rich and poor alike. The old school organization would not suffice. We have evolved out of the "3 R" period, as we have out of the stage coach period. Our schools have to prepare their pupils to live in an entirely different age, to meet social and economic conditions never before faced by any generation of youth.

The public has demanded physical and health education, courses in civics and patriotism, in fire and accident prevention, in conservation, in music and drawing, in industrial and household arts, in laboratory science and commercial studies, expanded options in the foreign languages and in history, classes for the mentally and physically disabled, part-time and continuation schools, open-air schools, night and summer schools, compulsory attendance laws have been enacted and the age limit raised, civic organizations have initiated a "back to school" movement,—in short the public has demanded of its schools a program of universal service to all children, quite unheard of by those who have been out of school for twenty-five years or more.

Local pressure and legislative enactment have established the present public school program and changed the public schools from places for the intellectual training of a selected few to public service stations whereby and wherein all the children of all the people, irrespective of race, color, creed, or economic status may be trained to become intelligent participants in the life of their age. Better citizenship, which means increased ability to serve one's family, community, state, and country, is the basis upon which the state rests its rights to take by law a portion of personal property for education. It is through education that the individual is better able to respond to his environment and to live a better and larger life than would be otherwise possible.

If the present conception, which seems to be the creed of the American people, is to continue and the public schools are to remain public service stations, it is futile to discuss a diminishing cost of education. Quite the contrary, if we acknowledge the right of every child of school age to a five-day, full day school week, it will require the expenditure of two hundred millions for school buildings in this state alone.

There is another factor in the recent rapid rise in the cost of public education. Due to the disgracefully low salaries paid to teachers as late as 1917, there never has been at any time in the history of American education an adequate supply of trained teachers. We are still suffering from this lack. In this state of ours our state education authorities find it necessary to issue permits by the thousand to inadequately trained teachers, because a sufficient supply of trained teachers is not available. The reason for this, in this state at least, is due to our parsimony in dealing with our normal schools and other teacher-training institutions. It is a pleasure to note, however, that there are improvements in our financial treatment of our normal schools.

Prior to 1917 thousands of trained teachers quietly withdrew from teaching because they were unable to live on the salaries paid. The situation became so serious that public sentiment crystallized into a nation-wide movement for better salaries, with the result that legislatures began to enact laws for better salaries. People began to think in terms of human rights as against property rights. They saw big business and the government paying less well prepared persons much larger salaries. They began to see that the biggest business of the nation isn't Standard Oil, or the Steel Trust, or Henry Ford; that the public schools constitute the biggest business of the nation. Here are employed over a million persons and a quarter of the nation's population daily pass through these gateways of the schools to good citizenship, to honesty in business, to recognition of the rights of others. Our safety as a nation does not rest with the army or the navy or the air service, but with the public school. Education is for defence.

Four years after the World War was over I stood at Chateau Thierry. It needed no great amount of imagination to reconstruct the scene. The town was divided by the Marne. The bridge had been destroyed. The river was too deep to ford. On the hill beyond, entrenched behind a massive stone wall, bristling with cannon and machine guns covering every possible passage, lay the best equipped, the best trained, the best officered army that the world had ever seen. Facing them were the boys from the public schools of America with no military training worth mentioning by comparison. But those boys were possessed with the ideals of justice, liberty, life, happiness to all mankind. They crossed that unbridged river, they scaled that wall, they drove those would-be world conquerors across miles of country into a forest, and shot that forest into splinters. And over the hill was the answer. There as I stood amidst 2,000 white crosses, each marking the resting place of one of America's school boys, I said: Yes, we do spend money on public education, but in so doing we are fortifying the whole world against injustice, we are lifting the individual into a higher plane of living and of duty; it's worth it all.

Can we afford it? Well, we could afford $200,000,000 for a canal that we now want to give away. We have had money sufficient in the past fifteen years to build state roads enough to lay four parallel lines from New York to San Francisco, every mile of which

would build a school for 100 children. In 1920, according to federal statistics, the American people spent upon luxuries in that one year a sum equal, within four billion dollars, to the entire cost of the federal government from the adoption of the constitution down to our declaration of war against Germany. In other words, we spent that year a sum sufficient to build the public school plant of the nation from top to bottom and to maintain it on its present plane of efficiency, without a dollar of taxation, for a period of years. Now I am not trying to take the joy out of life. I want state roads. I own one of the 17,000,000 cars that run on those roads. Smoke, snuff, and chew, paint and powder to your heart's content. Spend eight and a half cents out of every dollar for crime as we do, waste fourteen cents, spend twenty-two cents for luxuries, but don't think of cutting down the one and one-half cents for education or the three-quarters of one cent for philanthropy and religion.

Have Faith in College Students

By ERNEST M. HOPKINS
President of Dartmouth College

THE only points at which I am willing to criticise this generation of college men are that they have no understanding of the imperative necessity of self-discipline, and that they are impervious to attempts to give them comprehension that without this neither intellectual sinew nor moral stamina can be developed except by later struggle.

Our college youth confront a world of bewildering perplexities undreamed of in any previous generation and face it unafraid.

In search for better ways they commit new follies. They deny conventions; they shock sensibilities and too often and most serious they inflict cruel hurt upon themselves. But in the main this generation of youth is an indomitable one. In straightforwardness, in unhypocritical honesty, in cleanness of thought and integrity of action, in aspiration and idealism their like has not been seen before.

The question is not more logically to be asked whether the colleges can find men worthy of their advantages than it is whether this oncoming generation of youth can find colleges qualified to understand them and competent to inspire them. The college which thinks of itself simply in terms of curricula and of departments of instruction, and of requirements for degrees may afford certain devices for development of talent, but it does nothing to build character or to develop personality, or to give vitamines to mental nutrition.

The college misses the whole point of its being unless with all else its influence is calculated to enhance the values of life for the individual student. Its positive functions are to aid those who seek for themselves knowledge of what desires are worthy and how most adequately those may be realized.

A Tale of the Trail

BY JAMES W. FOLEY

This life's a middlin' crooked trail, and after forty year
Of knockin' round, I'm free to say the right ain't always clear.
I've seen a lot of folks go wrong,—get off the main highroad
An' fetch up in a swamp somewhere, almost before they knowed.
I don't pretend to be no judge of right an' wrong in men,
I ain't been perfect all my life an' may not be again.
An' when I see a man who looks as though he'd gone astray,
I think perhaps he started right, but somehow lost the way.

I like to think the good in folks by far outweights the ill:
The trail of life is middlin' hard and lots of it uphill.
There's places where there ain't no guides or signboards up, and so
It's part guess work an' partly luck which way you chance to go.
I've seen the trails fork some myself, an' when I had to choose
I wasn't sure when I set out if it was win or lose.
So when I see a man who looks as though he'd gone astray
I like to think he started right an' only lost the way.

I've seen a lot of folks start out with grit an' spunk to scale
The hills that purple over there an' somehow lose the trail.
I've seen 'em stop an' start again, not sure about the road,
And found 'em lost on some blind trail, almost before they knowed.
I've seen 'em circlin', tired out, with every pathway blind,
With cliffs before 'em, mountain high, an sloughs an' swamps behind.
I've seen 'em stringin' through the dusk, when twilight's gettin' gray,
A-lookin' for the main highroad—poor chaps who've lost the way.
It ain't so far from right to wrong—the trail ain't hard to lose,
There's times I'd almost give my horse to know which one to choose.
There ain't no signboards on the road to keep you on the track,
Wrong's sometimes white as driven snow, an' right looks awful black!
I don't set up to be no judge of right and wrong in men,
I've lost the trail sometimes myself,—I may get lost again.
And when I see a man who looks as though he'd gone astray,
I want to shove my hand in his an' help him find the way.

—Exchange.

Personal and Professional

F. K. CONGDON, superintendent of Northampton, Mass., has been unanimously elected superintendent of Quincy, Mass. Mr. Congdon has earned this recognition by his success in every phase of administration in Northampton. No problem has caused him or the school board annoyance. Quincy is one of the most attractive superintendencies in the state. Mr. Nickerson, whose sudden death created the vacancy, enjoyed personal peace and professional prosperity there. It was Quincy that made it possible for Francis W. Parker to be one of the national leaders whose leadership is still influencing the schools of the United States.

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PROFESSOR V. G. BIJAPURKAR, M.A., founder of the SamarthVidyalaya at Talegaon in Poona district, India, of whose death the Journal learns with regret, was a recognized pioneer of national education. He did much to promote education through the medium of the mother tongue; and emphasized study of the vernacular literature. He favored industrial education of a higher sort. He will live in memory as one of India's wise men and patriots. A project is under way to erect a memorial. No doubt the most suitable form this could take would be the perpetuation of his ideals in the school which he founded. The Vidyalaya is now headed by S. G. Ranade, a worthy successor to Professor Bijapurkar.

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C. C. BIRCHARD of Boston announces a prize of $1,000 for a choral work to be performed at Chautauqua, N.Y., during the summer of 1927, by the Chautauqua choir, New York Symphony orchestra, and soloists under the direction of H. Augustine Smith, the musical director. The work is to be a religious cantata for adult mixed voices and piano accompaniment. All manuscripts must be received by H. Augustine Smith, Boston University, 20 Beacon street, Boston, Mass., before April 1, 1927. The successful work will be published by C. C. Birchard & Company under their customary royalty terms. The jury of award will be composed of three competent musicians chosen by officials of Chautauqua Institution.

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MRS. LOUIS PRANG, widow of the creator of the Prang Educational Company, has been honored with a banquet in celebration of her ninetieth birthday. It was given at the College Club on Commonwealth avenue. Mrs. Prang has had an unusual educational career. She came from Syracuse to Boston fifty years ago. She had been director of art in Syracuse when she came to Boston to assist in the direction of the Prang Educational Company. At the age of eighty-five years she earned a Master of Arts degree in Radcliffe College. She is spending the winter in Phoenix, Arizona.

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G. E. BROWN, superintendent of Greeley, Colorado, president of the State Association for 1926, has made a notable record in putting the schools of his city in the front rank of progress, in helping Weld County to be nationally prominent, in assisting the State Teachers College to retain and extend its professional fame, and in unifying and magnifying the educational activities of the state.

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MRS. ROBERT W. ATKINSON, Oxford, Indiana, in an address at the meeting of the American Farm Bureau Association, said some things exceptionally wholesome. "Take the rural teacher into your home, not just in the cold, damp parlor, but into the warm living room. Help to make her happy, and she will make the school a happy place for your children. Don't think any amount of equipment will take the place of a good teacher. They seem to make bricks without straw. You cannot tell your teacher how to teach, but you can help her in her teaching. This does not mean merely buying new waste baskets and shades for the schoolroom. What you want is a school to which your children go with smiling faces. You can have it if you go out of your way to make the teacher happy."

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LAWRENCE A. WILKINS, director of modern languages in the high schools of New York City, has been elected president of the American Association of Teachers of Spanish at the national convention of the association in El Paso, Texas. Mr. Wilkins only a month ago was elected president of the Association of Modern Language Teachers of the Middle States and Maryland. These honors are a fitting recognition of the position Mr. Wilkins has won as the foremost modern foreign language specialist, pedagogically speaking, in the country. Mr. Wilkins has taken a leading part in the standardization of materials in foreign language teaching, in prognosis tests, achievement tests, etc. He is associate editor of the Modern Language Journal, and has edited the Bulletin of High Points in the Work of the New York City Schools since its establishment. He is also the author of numerous textbooks for teaching French, Spanish, and Italian.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

The Straight Soul

THERE was once a wise man who lived in a cave on a mountain side. Before him stretched away a great valley in which broken temples lifted up half-buried columns of weather-eaten stone. Wolves crept like dark shadows about the bases of these columns and caught squealing rabbits in the open doorways of the temples.

The wise man sat in the sun each day before his cave and looked over the city of forgotten people. Before his dreaming eyes the sand faded away from the ruined columns and the fallen stones rose into old positions, and people took seats in the market and sold figs and olives to each other.

And as the wise man watched them, races grew old and new races took their place only to grow old themselves, and the routine of buying and selling, and going in and out of doors went on without change until the stones fell out of place and the sand drifted in around the base of ruined columns and gaunt wolves caught squealing rabbits in open doorways of the temple.

And because he had seen so much the fame of the hermit as a wise man spread abroad in the land. One day a prince came to him and said: "I have round shoulders which make a joke of me when I review my troops. What shall I do about it?" The wise man smiled and said: "Teach the soul in you to stand up straight. There is no roundness in the back that expresses the straight soul."

The next day a beautiful woman came to the cave and said: "I am being crushed by my sorrow for the loss of my only son. What shall I do?" Again the hermit smiled, this time sadly, and said: "Teach the soul in you to stand up straight. There is no weakness in the love that expresses the straight soul." On the third day a young soldier rushed up to the cave, and said: "We are going into battle, and I am sore afraid." The hermit smiled grimly, and said: "Teach the soul in you to stand up straight. There is no cowardice in the heart that expresses the straight soul."

On the fourth day a miserable man crawled to the entrance of the cave and lay at the feet of the wise man, and cried out: "I am a sinner. What shall I do to be redeemed?" And the wise man laid his long, white fingers over the head of the other, and said: "Teach the soul in you to stand up straight. There is no sin on him who expresses the straight soul."

When the man had gone the hermit took from a cranny in the rock a rolled parchment and read aloud from it. "Behold the straight line; it neither bends, nor wavers, nor hesitates, but goes on to its destined end. It neither wastes, nor does it return upon itself. It is honest in all things and no matter how short or how long it is beautiful to behold and true to its own self."

A Guessing Story

HERE is a funny letter for you. I am afraid it will need some practice, but you can decide about that when you have heard it read. The thing that makes this letter hard is the fact that I have unfortunately left out words here and there which the poor teacher knows nothing about. All she can do when she comes to such a missing word is to stop, look up, and let you act it out for her. If you act well she can supply the word and go on. If you do not act well the poor teacher can go no further.

THE STORY.

There was once a little boy who had a very bright face. Whenever he met a playmate he would say: "Good morning," in a pleasant voice, and then he would ..... As a result every person whom he met ..... This meant, of course, that the whole world around this little boy was ..... One day the little boy met another boy who had an ugly disposition. This boy went around the world with his face always darkened by a ..... It was funny to see the first boy ..... and the second boy ..... when they met. The first boy said: "Good morning, John, and ....." The second boy said: "What's good about it?" and he ....., so they just stood there looking at each other, the first boy ..... and the second boy .....

Pretty soon the second boy began to feel a little happier, for just a tiny ..... crept over his face. Then a bigger ..... took its place. Then a bigger ..... than ever.

You see smiles are contagious. You can spread them like measles, only instead of making people sick they make sick people well. So, altogether, let's just .....

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Doing a Good Turn

THE snow was driving down Rutherford Avenue on the wings of a fifty-mile wind. It was bitterly cold, and the frozen sleet stung the faces of all who shouldered their ways through the icy storm. An old lady stood on the corner of the street. She was cold, and her garments flapped about her as though trying to hurry her along. A line of automobiles went steadily by, giving her no chance to cross in safety.

Two boys, members of our own school, saw the old lady and understood her need. Other boys might have passed her and still others might have stood by to see how she was going to manage, but these boys were built of different stuff. There was a golden fibre in their make-ups, and a strain of mercy in their hearts.

What they did can be easily told. A few words will convey the idea to you, but what they felt and what the old lady felt, and what the teachers who watched them felt, and what I felt when I heard of it would take many pages to recite.

One of these boys went out into the street and lifted up his hand and stopped that line of trucks while the other boy carefully assisted the old lady across the dangerous place. That was an act of good citizenship, and we are all glad and proud that it was shone forth by boys of our own school.

To the rest of you I say this:—

Keep a kindly feeling in your heart for all mankind, and all animals and all flowers and all good things, and your Heavenly Father will see that you gain happiness. The great eleventh commandment, which embraces the other ten, is founded on kindliness, for it reads: "Love one another."

Paul Jones

ONE of the most romantic figures of the Revolution is Commodore John Paul Jones, the father of the American Navy. His whole life has in it the surge and roar of the sea he loved so well. Through a most fortunate series of circumstances Jones became early identified with the struggle being made by the infant colonies against oppression. In him Benjamin Franklin saw the hope of America on the high seas. The record of Paul Jones on the Ranger and later on the Bon Homme Richard reads more like a legend of olden days than the true record of an American patriot.

During the astonishing battle with the Serapis, Gerard, an eye-witness, said of him:—

> "At that moment the fate of the combat was decided. Every man whose wounds permitted him to stand up, pressed forward to the front of danger, and the Commodore had but to look at a man to make him brave. Such was the power of one heart that knew no fear! Such the influence of one soul that knew the meaning of no other word than conquest!"

This estimate of Jones is certainly correct. He was a man who knew no fear and knew only for himself the meaning of victory. After the wild years of his life in which at the call of duty he shed the blood of many an enemy it is a remarkable fact that his last message to mankind should be one of brotherly love. Writing to one of his sisters he said: "Permit me to recommend to your serious study and application Pope's 'Universal Prayer.' You will find more sound, real morality in that little poem than in many volumes that have been written by great divines:—

> "'Teach me to feel another's woe,
> To hide the fault I see:
> That mercy I to others show,
> Such mercy show to me.'

"This is not the language of weak superstition, but the offspring of true religion springing from a heart sincerely inspired by charity and deeply impressed with a sense of the calamities and frailties of human nature. If the sphere in which Providence has placed us as members of society requires the exercise of brotherly kindness toward our neighbor in general, how much more is it our duty to individuals with whom we are connected by the near and tender ties of kin as well as by moral obligation? Every lesser virtue may pass away; but charity is the gift of Heaven and is immortal."

The Dangers of Delay

THERE was once a prince who lived in the land of Right Now, a very busy country where everyone worked at something all day long.

Now the prince did not believe in working at all, if he could help it, so every time anyone came to him with a job, he would accept it gracefully, and promptly hand it to a servant, who would lay it aside with a big label tied to it which read: "To be done tomorrow."

This went on for a number of years, until, in fact, the shelves of the prince's workroom were all cluttered up with jobs still to be done. There were lessons to be learned, and exercises to be taken, and correct habits of living to be cared for and a reputation to be beaten out of gold; courage to be chipped out of solid granite; respect to be found in the bottom of a tangled mass of wires where various lives crossed and recrossed that of the prince; each one an important job and each one carefully labelled: "To be done tomorrow."

The day came at last when the prince be-

came king of his own country and the people flocked in from far and near to welcome him. To the new king's surprise his throne was set up at one end of his workshop. He protested in vain. He threatened and then pleaded, but the wise council that advised him said that it must be so, since it always had been so and always would be so.

"But," cried the king. "I shall be disgraced. Look at all these unfinished jobs. Look at all these labels 'To be done tomorrow.' What a terrible place to receive my subjects."

In spite of all his complaints the coronation was made in his own workshop, and it took him many, many years of hard labor after he became king to untie the labels and finish the jobs and make his workshop look like the throne room of a great monarch.

In his old age the king caused this proclamation to be read to all his subjects:—

"Happy is he who does his daily task with cheerfulness and care. His house is always in order and he needs fear the visit of no man."

A Friend or Two

There's all of pleasure and all of peace
In a friend or two;
And all your troubles may find release
With a friend or two;
It's in the grip of the clasping hand
On native soil or in alien land,
But the world is made—do you understand?
Of a friend or two.

A song to sing and a crust to share
With a friend or two;
A smile to give and a grief to bear
With a friend or two;
A road to walk and a goal to win,
An inglenook to find comfort in,
The gladdest hours that we know, began
With a friend or two.

A little laughter; perhaps some tears
With a friend or two;
The days, the weeks, the months and the years
With a friend or two;
A vale to cross and a hill to climb,
A mock at age and a jeer at time—
The prose of life takes on the lilt of rhyme
With a friend or two.

The brother-soul and the brother-heart
Of a friend or two
Make us drift on from the crowd apart,
With a friend or two;
For come days happy or come days sad
We count no hours but the ones made glad
By the hale good times we have ever had
With a friend or two.

Then brim the goblet and quaff the toast
To a friend or two;
For glad the man who can always boast
Of a friend or two;
The fairest sight is a friendly face,
The blithest tread is a friendly pace,
And heaven will be a better place
For a friend or two.

—Nesbit.

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EDUCATION IN ACTION

Favors Study Of Emotions

Training of the emotions of all children was strongly favored by Dr. Jeremiah E. Burke, superintendent of Boston public schools, in a recent announcement. "No program of character education is complete or justifiable," Dr. Burke declared, "which does not strongly emphasize the important role played by the emotions. It is not sufficient that teachers recognize in a vague and indefinite manner the existence of desires, impulses or passions. Teachers must study them, observe their various manifestations in child life, learn to distinguish between the positive and the negative emotions, and exercise greatest care in encouraging those that are good and in checking those of evil tendency. How to do all this is the most difficult and perhaps the most important problem confronting educators today, and challenges most thoughtful investigation and experimentation."

Rollins College Ends Hour Lecture System

An innovation in American college methods has been inaugurated at Rollins College, Winter Park, Fla., according to an announcement made by President Hamilton Holt. He stated that the faculty had unanimously voted to abolish the sixty-minute lecture and had substituted for it a two-hour period during which the professor and students would meet together for individual conference and study. Under the new regime a student will devote a two-hour period three times a week in the classroom to each semester course for which he registers. There would be very little of the old type of recitation or lecturing in this common workroom, President Holt declared. No study in addition to these two-hour periods would be required.

Diphtheria Immunity For School Children

A systematic effort will be made in New York to immunize against diphtheria all children in the state up to ten years of age. The movement is under the leadership of the state department of health in co-operation with medical organizations of the state, and the State Charities Aid Association. The movement involves a five-year program and the work will be closely followed up by the medical inspection bureau of the state department of education. No effort will be made to deal with school children except through local authorities after parents have given their written consent for the administration of the treatment.

Institute Insures Its Teachers

The Massachusetts Institute of Technology has announced the taking out of a group life insurance policy amounting to $1,225,000 insuring all of its eligible faculty professors and instructors who have accepted the terms of a new pension plan, approved by the executive committee of the institute. The policy has been issued after seven years during which an institute committee studied the possibility of pensions. Under the plan the professors and instructors who accept the conditions contribute regular amounts from their salary monthly and the Institute contributes the rest of the money needed to make up the payment. Four benefits are noted: Retirement for age, permanent total disability, death in service and termination of service for other reasons in which case the accumulated principal and interest repair to the individual.

Merchants Plan Training School

Believing that retailing is daily becoming more of a profession, the retail trade board of the Boston Chamber of Commerce has announced the organization of a merchants' institute to provide co-operative training courses for executives and other employes in the member stores. The curriculum will consist of courses having a direct application to store work; instruction will be offered by the stores or paid by fees of students, and the classes will probably be held in member stores. The institute will co-operate with Boston educational institutions to avoid duplication and increase the effectiveness of the training afforded.

Apple Trees Educate Family

Apple trees form the unique legacy which for more than half a century has sent generations of the French family of Henniker, N. H., to school or college. Apples made it possible for the present heir, Alfred French, to attend college, and, following the custom of his fathers, he in turn has set out 1,500 trees in order that his two-year-old son may be assured a college education. Twenty-five years ago when he was born his father set out several hundred apple trees for him. When he enrolled in New Hampshire University the apples on the home farm paid his bills.

Porto Rico Schools Held Inadequate

Only one child out of eight living in the rural districts of Porto Rico may go to school, according to a recent report of the committee of the International Institute of Teachers College, Columbia University. Rural school facilities, said the report, are completely inadequate in Porto Rico. The report also declared that the type of schools in Porto Rico are unsuited to the needs of the country. It is stated that the government of Porto Rico paid $25,000 for this survey of the island's educational condition. When a copy of the survey was submitted to the Insular Commissioner of Education, the reply was to the effect that the recommendations contained in the report would not be considered.

New College For Women

Dislike for the "man-hating product" of American educational institutions for women caused William Van Duzer Lawrence, retired merchant of Bronxville, N. Y., to give $1,250,000 for the establishment of a women's college there. "Most colleges for women are over-crowded and they have become too mechanical," Mr. Lawrence said. "So much time is being devoted to sports that women who leave college on graduation find themselves unfitted for marriage, which is their real career." An instructor to every ten students, with an enrollment limitation of 250 boarding students and the same number of day students are in the present plan. In an effort to make the college support itself, a tuition fee of $1,500 will be charged, he said.

Claims Oldest American Co-Ed

Northwestern University claims to have enrolled as a student "America's oldest co-ed." She is Mrs. N. O. Freeman, seventy-seven, of Batavia, Ill., widow of a Methodist minister. Mrs. Freeman, petite, gray-haired, and with snapping blue eyes, said she decided to go to college because she did not want to "feed myself and just grow old and feeble," and added: "It is never too late to obtain an education."

Legislature Petitioned For Added Appropriation

Dr. William Lowe Bryan, president of Indiana University, is asking the 1927 Indiana legislature for an increased appropriation for the institution. In making his report to the State Budget Committee he asserted that the "one supreme essential is money to hold the best of our older and younger men on the teaching staff, and to bring other such men into the educational institutions of the state."

Wesleyan Students Get 70 Per Cent Off

Undergraduates of Wesleyan University, Middletown, Conn., are paying only thirty per cent. of the amount the college spends for their education, despite recent increases in tuition charges, according to figures in the university treasurer's report. The total amount paid by students during the last fiscal year, deducting scholarships, was $127,675. The educational cost for the year was $412,303. The average payment per student was $227.99; the cost, $736.25, a net cost to the university of $508.26 for each student.

Aviation Study Advised Youth

Unqualified faith in the future of aeronautics and the possibilities aeronautics offer the youth of the city were emphasized recently by Daniel Guggenheim, founder of the Daniel Guggenheim fund for the promotion of aeronautics. "It seems to me this particular field opens the way for a splendid career," he declared, "and I have no hesitancy in suggesting young men's enrollment in the universities offering scientific courses, with special training in aeronautical engineering and industrial aviation." Last January Mr. Guggenheim set aside $2,500,000 to promote the study of aviation in colleges and universities. New York University was the first to receive a grant, which amounted to $500,000. Leland Stanford University and the California Institute of Technology have each received $300,000 and the University of Michigan $78,000. Negotiations are now under way for a similar grant to the Massachusetts Institute of Technology.

Negro Educator Shows Advance

Dr. Mordecai W. Johnson, recently named as the first Negro president of Howard University, Washington, D. C., in telling the Chicago Forum of the advance in Negro education stated that ten thousand Negro men and women during the last sixty-five years have obtained degrees in universities and colleges of the United States, and many have produced research work of the first rank. It is highly significant to Negro leaders, he added, that the amount of illiteracy in the race in America has been reduced since emancipation from 90 to 92 per cent. To illustrate the yearning for knowledge to be found among Negro students in colleges, Dr. Johnson said that at Howard University 85 per cent. of the 2,000 students wash dishes, tend furnaces, cut lawns, and do various other tasks to earn their expenses while attending school.

Columbia U. Outlined In Six-Page Sentence

How long is a sentence? There are 1,743 words, 125 commas and 32 semicolons in the third sentence of the annual report issued by President Nicholas Murray Butler of Columbia. In his third paragraph Dr. Butler starts off with: "Of particular significance . . ." and continues without stopping for a period for nearly six pages of the printed report, winding up with ". . . without change of rank." And in that long sentence he enumerates the activities and accomplishments of Columbia for the year.

Few Occupations Left To Men Exclusively

Of the hundreds of occupations followed by man, woman today has established herself in all except thirty-seven. That was brought out at the opening of the Cleveland Woman's Exposition. The exposition, conducted by the Cleveland Business and Professional Women's Club, typified the work of modern woman in the arts and industries of the world. "In every city in the country today woman is engaged in practically every known profession," declares Mrs. Olive J. Wright, president of the National Federation of Business and Professional Women's Clubs and chairman of the exposition. "This exposition is as broad in its scope as is the activity of the modern woman," she said, "it will serve to typify the confidence which man has come to put in feminine ability." Money derived from the exposition will be used to establish scholarships in colleges for Cleveland girls.

May Be Enriched by Oil Royalties Award

It is not improbable that Texas will have the most richly endowed state school for Negroes to be found anywhere in the United States. It is contended by J. T. Robison, Commissioner of Agriculture, that the Prairie View State Negro College is entitled to one-third of the royalty fund which comes from oil production on lands heretofore regarded as being owned exclusively by the University of Texas. It is also asserted that this Negro school owns a one-third interest in the 2,080,000 acres of land to which the university claims exclusive title. Mr. Robison bases his stand on that phrase of the Constitution of Texas which sets aside the vast acreage of public domain, specifying that the land "is granted to the university and branches, including the college for the education of Negro youths." The State Agricultural and Mechanical College is also claiming title to a share of the university lands and of the oil royalty fund under this constitutional provision. The university's exclusive title to these lands was not questioned by any other state educational institution until money began to pour into the treasury of the university from oil production. Over $5,000,000 has already been derived from these holdings.

English Industrialist Hits College Education

W. R. Morris, head of a well-known automobile manufacturing company in England, waxed skeptical in an interview as to the value of a college education for future business men. He declared that "university training is an absolute waste of time" and "a severe handicap in commercial life." In explaining his remarks, Morris said: "I have no high opinion of the value of universities for education for such essentially practical purposes as industry or commerce—in fact, a university training is, from a business point of view, absolutely useless. A university education will make a scholar, but it will not give those qualities essential for commerce and industry, if those qualities are not originally there. If they are, it is quite likely to obliterate them. It does not, for instance, give an understanding of the psychology of the workers in an industry."

House Boys Built Is Pride of Peru

"The house our boys built" is pointed to with pride by the parents of Peru, Ind., High School manual training pupils. From masonry to polished floors, the model five-room bungalow, whose formal opening recently was a municipal affair, was constructed entirely by the lads. When completed, it was found that the building cost about $3,500. It brought $5,000 at auction. The proceeds from the sale went to a fund to be used for an athletic field. Hundreds of people inspected the house when it was thrown open to the public with civic officials in charge of the ceremonies.

TREND OF THE TIMES

Britain and Dominions Reorganize the Empire

The Imperial Conference held in London succeeded in agreeing upon formulae establishing the absolute equality of the Dominions of the British Empire with Great Britain. The report of the Imperial Relations Committee advocated such far-reaching changes in the make-up of the Empire that it will undoubtedly figure as one of the most crucial documents and shining landmarks in British imperial history. Dominions are now capable of negotiating foreign treaties independently although the last word in shaping foreign policy is left to the British Foreign Office. While the conference was in session, Canada appointed a Canadian Minister to the United States. There was already a precedent in the Minister at Washington of the Irish Free State. The old term "United Kingdom" was eliminated from the name of the British Empire, and the official title of King George V and his successors was changed.

Town Run by Women Making Steady Progress

With a woman mayor and women filling offices of recorder, postmaster and aldermen, Winslow, Ark., the highest village in the Ozarks, is making steady progress. The administration has proved so satisfactory that the entire woman's ticket was returned to office at the last election. Political party lines were ignored. The resident population of Winslow is about 400, but some 2,000 guests from all parts of the United States spend their summers here. It is a progressive community. It has substantial schools and churches, disorder is almost unheard of, the residents are busy and to a moderate degree prosperous.

Big Dam Built To Be Destroyed

In the belief that millions of dollars have been wasted in the construction of hydro-electric dams and that exact data on the amount of stress and strain will enable engineers to avoid waste, a series of tests is being made on the Stevenson Creek experimental dam, sixty-two miles east of Fresno, Cal. The dam, sponsored by the Engineering Foundation of New York, has been built at a cost of $100,000. It is 60 feet high, 140 feet long across the top and 7½ feet thick at the base. Thirty feet above the base it is only 2½ feet thick and that thickness is maintained to its top. Plans are being made to build the structure 100 feet high. Water will be admitted behind the dam and tests made until the structure breaks from the pressure. The tests, by the United States Bureau of Standards, are attracting attention of engineers throughout the world.

Home Seeks Ban On 24-Hour Day

Now that the five-day working week has won some recognition in industry, "household engineers" are starting out to tackle the "twenty-four-hour day" in the home. This note was sounded by Mrs. Frank Gilbreath, consultant in household engineering, Montclair, N. J., speaking at the American Vocational Association's first annual meeting. "Industry," Mrs. Gilbreath said, "is not only recognizing the importance of home life as it affects industrial efficiency, but is able to furnish a profitable method of attack on home problems. It has developed methods of measuring which apply as well to housekeeping as to industrial problems. It has a technique for simplifying practice, for standardizing work methods, and for making both job and personality analyses serviceable to the homemaker."

Child Employment Increase Is Noted

According to the annual report of Grace Abbott, chief of the children's bureau of the Labor Department, there is an increase in the number of children industrially employed in nearly all parts of the United States. Statistics on which the conclusion was based were gathered in twenty-nine large industrial centres and showed that in twenty-four of these places more children were industrially employed in 1925 than in 1924. At several points the increases amounted to substantial percentages. Miss Abbott attributed the gains largely to the fact that general business was more active during 1925 than during the preceding year.

To Save Daily Record for Posterity

One of the leading newspapers in New York City will begin on January 1 next to print daily a limited number of copies of its regular editions on a pure 100 per cent. rag paper. These copies will be used thereafter for the regular bound files supplied to libraries and other archives. This is believed to be the first instance in which any newspaper has printed an edition on all-rag paper since the inferior but more economical wood-fibre newsprint universally took its place, beginning in the '70s and '80s. The return to the time-proof rag fibre is prompted by a desire to preserve the newspaper record of our daily life in permanent form before it is too late and by a realization that this is something which rapidly deteriorating wood-fibre paper is physically unable to do. American journalism from the '70s and '80s up to today appears certain to become eventually a blank.

Radio Helps Offset Bad Year Upon Seas

The year 1926, one of the worst on record for storms at sea, has proven, paradoxically, that safety at sea is the new slogan of sailors. Radio this year has fought one of its greatest sea battles to save lives. Shipping men declare that the losses at sea this year would have reached startling figures had not wireless on shipboard sputtered its cry for assistance. To those who sail the seas the wireless has given a comforting thought of safety that mariners and travelers of other days have not known. Within ten months there have been two hurricanes that swept the South Atlantic seaboard and the Weather Bureau has sent out ninety-nine storm warnings to ships at sea. Those who insure shipping say this year's losses have not been abnormally large and that insurance rates, based on a falling off of claims since the use of radio became general, have been reduced.

New Currency For Palestine

The new Jewish national home of Palestine is soon to have a currency all its own, according to the International Zionist organization. Owing to the fact that the state is under English mandate for the time being, the new currency will have as its basic unit a "dinar" with the same value as the English pound. The technical commission which is preparing the new currency has decided that the tenth part of the dinar, which will be equivalent to two shillings, will be known as the "shekel" in Hebrew or the "miskal" in Arabic. There will also be various other coins of smaller denominations.

The BOOK TABLE

MUSIC APPRECIATION READERS. Book One, Book Two. By Hazel Gertrude Kinscella. Illustrations by Ruth Mary Hallock. Lincoln, Nebraska: University Publishing Company.

These are times when there are wonderful revelations in science, and every one appreciates the new forces, the new revelations, but there is nothing more wonderful than the new school books which every child can have to enjoy in his studies. We are greatly impressed with this as we enjoy the beauty of the Kinscella Music Appreciation Readers.

There was no way for all children, even in the first and second grades, to learn about all kinds of drums, flutes, string instruments, wind instruments, but in these two school books, as beautiful as books can be, children learn about the countries in which each of these was first used, and why first used. Rhythm and harmony are enjoyed by every child with fairy tales and Victor records. No child can escape the charm of music appreciation with all the attractions provided in the Kinscella Music Appreciation Readers.

LITERATURE IN THE JUNIOR HIGH SCHOOL. Book One. By Emma Miller Bolenius. With Drawings by Mabel Betsy Hill. Cloth. 620 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The junior high school continues to demonstrate its noble service to the public school system by the brilliant way in which it attracts and holds the interest of young people of the early adolescent years through scholastic approach to the book world.

The most heroic service Dr. Charles W. Eliot rendered the public schools was the fierce battle he waged more than forty years ago for the enrichment of the two upper years of the grammar school.

It was nearly a third of a century before he made the slightest dent upon conventional New England, where the schools held on to the ninth grade like grim death, and not until the junior high school came floating across country from California was the scholastic enrichment of the seventh and eighth grades taken seriously but today there is no place in this broad land where there is not richer pasturage in literature for the seventh grade than was formerly dreamed of in the senior high school for the ninth grade.

Emma Miller Bolenius is rounding out her series of school readers with three books on "Literature in the Junior High School." Book One has 620 pages with the 150 selections on Home and Community, Out-Door Life, The World of Work, Our History in Literature, Travel in Other Lands, and Our Literary Heritage. She has the rare advantage of access to all the literature of the Houghton Mifflin Company and its predecessors. The author has introduced all the aids and suggestions for which she has an established reputation.

THE PATHFINDER STAR MAPS. By Edward Skinner King, Phillips Professor of Astromony in Harvard University. Limited Edition. Price $1.25. Cambridge, Mass.: The Cosmos Press, Inc.

With the intensifying of the science of astronomy there has been a liability of neglecting the charm of the constellations which figure in the classics and appeal to the imagination as does nothing else in creation.

Most fortunately students and nature lovers may now learn the principal stars from a set of maps, simple to use and free from confusing detail. Professor King prepared these maps a decade ago and they have since been subjected to constant practical use by many persons. There is one map for each month, good for any year. Each map is complete in itself, on a separate page, convenient for field use. Printed on one side of strong semi-translucent paper, it may be illumined by a faint light from behind, so as to be readily seen at night. There is ample descriptive matter with each map, explaining how to use the map and what features of special interest may be found in the sky for the particular month.

Professor King is an authority in stellar photography and has been long connected with the Harvard Observatory. He has made notable contributions to scientific astronomical literature in the field of photometry of the heavenly bodies. He has also been interested in bringing to the general public a wider knowledge of the stars, and has published hundreds of popular astronomical articles.

RATING ELEMENTARY SCHOOL COURSES OF STUDY. A Report of the Results Secured from Rating Nine Thousand Elementary School Courses of Study. By Florence B. Stratemeyer and Herbert B. Bruner. Cloth. Teachers College, Columbia University.

We consider this the greatest contribution that has been made by any institution in seeking to stabilize the best work in theory and practice in the best schools. It is a kind of work that can never be done by committees or commissions, by associations or government agencies. Dean James E. Russell has had the use of limitless means, has assembled regardless of cost everything needed, has had nearly two hundred enthusiastic and devoted persons using this limitless material which is now available in most usable form. If any other university or government agency in the world has rendered kindred service it has escaped our notice, and we have been on the lookout for it for some years.

This study is a response to an opportunity which consists in the resources of Teachers College pertaining to the curriculum of the public schools to meet a need voiced by school authorities the country over for information concerning the trend of instruction given by progressive teachers.

Their general library contains all the standard treatises; their textbook collection comprises practically all the books that have been used in American schools from Colonial days to the present time; through the International Institute they have assembled representative texts and teachers' helps from all the leading nations of Europe, the British Dominions, and South America. They now have on file some 9,000 courses of study received in reply to requests sent to state departments, teachers colleges, and normal schools, all cities of a population of 2,500 and over, every county in the United States, and many selected private schools. These materials, all accessible to the staff and students, create an opportunity and offer a challenge that may not be ignored.

The revision of school curricula is the most pressing problem in American education. Courses of study that have been patched up for a generation finally come to a point where a new dress is necessary. Meantime new ideas and ideals have come into prominence. Whereas a generation ago the object of schooling was individualistic and aristocratic, today it is nationalistic and democratic. Public schools are no longer conducted by parents in what they conceive to be the selfish interests of their own children. The enormous expansion of the school

population and the increase in school costs place public education on a governmental basis. In a final analysis, the only aim of public education that will stand the test of local government is one that puts the public good to the front. This means better citizenship.

Surrounded by a world grown vastly larger and more complex, and at the same time more intimate because of modern inventions, the American child comes to school filled with curiosity that must be satisfied. He wants to know many things that never bothered his parents at his age and that never found their way into school instruction in any past generation. The consequence is that schools are not only crowded with children, but they are also crowded with possible materials of instruction that tax the wits of the best of teachers to cast into pedagogic form. The revision of school curricula is the pedagogical counterpart of traffic control of highways in these days of automobile congestion; neither problem would have been presented if the world had stood still the past thirty years.

Teachers College established two years ago a Bureau of Curriculum Research. Altogether some thirty members of the faculty and one hundred and twenty students have actively participated in the undertaking.

TEACHING HIGH SCHOOL LATIN: A HANDBOOK. By Josiah Bethea Game. Revised Edition. The University of Chicago Press. 149 pages.

This book is a revision and enlargement of the *Handbook* for *High School Latin,* published as a bulletin of the Missouri State Normal School, Cape Girardeau, in 1907. Suggestions for the revised edition have been received from Professor Francis E. Sabin of Columbia University, Professor Potter of the University of Iowa, Professor Nutting of the University of California, and many others. Dean West of Princeton University has given the author permission to use freely his *Value of the Classics,* and the various *Reports of the Classical Investigation.*

There are general topics, such as "Latin's Immediate Service in Education," "Latin's Larger Service in Education and in Life," and "Public Testimony to the Value of Latin Study."

An attempt is made to justify the study of Latin in the discussion of such subjects as "Classical Studies on the Defensive," and "English in Latin Studies." There are also chapters which give advice and suggestion in such definite subjects as "First Year Latin," "Second Year Latin," etc., and "Latin Prose Composition," while much additional material is furnished in the chapters which treat of the "Latin Bibles, Latin Hymns, and Songs," "Classroom Equipment for the Latin Department," and "Questions, with Answers and Suggestions."

There is an admirably selected bibliography for each year of the course, under the title of "Books that will help," or "Books you should have." The whole work is eminently practical, and the author attempts not only to help the teacher in the numerous difficulties of the course, but also to forestall *unsatisfactory results.* A work so simple and helpful should be in the hands of every Latin teacher in both junior and senior high school.

THE PILGRIMAGE OF ETHERIA (Translations of Christian Literature, Series III: Liturgical Texts). By M. L. McClure and C. L. Feltoe. Cloth. Illustrated. xlviii+103 pages. New York: The Macmillan Company.

This is one of the publications of the (British) Society for Promoting Christian Knowledge, which include translations from the literature of all ages of the Church. It describes the pilgrimage (probably during the sixth century) of a Spanish nun named Etheria to the Holy Land and her impressions of the Holy Places. Discovered at Arezzo in an eleventh century manuscript in 1887, it was first attributed to Saint Silvia of Aquitaine, but later research is practically unanimously in support of the attribution to Etheria, and in its original medieval Latin form it is generally called the "Peregrinatio Aetheriae." The present translation, begun by Mrs. McClure and completed by Dr. Feltoe, is faithfully done, and the editors have provided an introduction dealing with the narrative and its authorship, the route of Etheria's journey, and the interesting points of her account, such as the ecclesiastical organization in the East, the monks and nuns she met, matters of liturgical interest, the churches in Jerusalem, religious observances of Christians in the Holy Land, the use of the Bible, etc. The volume has a marked importance not only for students of church history, but also for those who are interested in medieval history in general. Notes and an index add to its usefulness.

WORKING MANUAL OF CIVICS. The Project Method Applied to the Socialized Recitation. By Milton Conover, Yale University. Baltimore: The Johns Hopkins Press.

We have nowhere seen anything approaching this of Milton Conover in the treatment of the problems of the socialized recitation, and it has been greatly needed. The socialized recitation was born so suddenly and launched so impetuously that it has often been used in a multitude of ways, wise and unwise. Milton Conover's book comes at a time when it is greatly needed. It would be well if every superintendent would check up the Socialized Recitation work of each school by this remarkable treatment of the subject.

The problems aim to cultivate in the student the creative instincts and to afford a constructive expression of the productive energies that easily may be suppressed by overmuch receptive reading of textbooks and passive attention to lectures—which all too often has tended to a reaction in a calamitous direction—instead of stimulating an active and wholesome citizenship. The socialized project method of teaching civil government should be utilized in much the same spirit as is the case system in teaching of law, and as is the problem method in the teaching of modern business principles.

HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY. By Horatio W. Dresser, Ph. D. Cloth. 338 pages. New York: Thomas Y. Crowell Company.

There is a place for such a book as Dr. Dresser has prepared. The drift away from philosophy to psychology has struck a pace more interesting to amateurs than attractive to poised thinkers, that appeals to people who want to get into the air, to get on the wing in a hurry, than to come to earth safely. Philosophy always has the landing in mind, while psychology is liable to be more interested in getting up than in coming down.

There is no more possibility of overdoing the knowledge of philosophy just now than there is of too much safety in the landing of the airplane. This "History of Ancient and Medieval Philosophy" reviews that fruitful period beginning with the dawn of philosophy in ancient Greece about the sixth century before Christ, and continuing through to the seventeenth century A. D. In other words, a period of over two thousand years is covered, which bridges the gap between the first tenets of the early school across the changing concepts to the dawn of modern times.

Some of the Greek philosophers are considered more at length than is usual in a brief history, both on account of their importance and also because this work is intended as an introduction to the leading types of philosophy rather than a mere record of the successful, but often conflicting, systems. The aim of this book is to put the student of philosophy, the college student in general, and the general reader in possession of the sources of the early history of thought

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GRINS BETWEEN GRINDS

Toot! Toot!

If a Hottentot tot taught a Hottentot to talk ere the tot could totter, ought the Hottentot tot be taught to say aught, or naught, or what ought to be taught her?

If to hoot and to toot a Hottentot tot be taught by a Hottentot tutor, should the tutor get hot if the Hottentot tot hoot and toot at the Hottentot tutor?—Outlook.

Meow-Meow!!

Talkative Spinster—"This piece of lace on my dress is over fifty years old."

Bored Visitor—"Oh, it's perfectly lovely! Did you make it yourself?"—Happy Magazine.

Page the Health Commissioner

"Yes, I can give you a job. You can gather the eggs for me if you are sure you won't steal any."

"Youse can trust me wid anything, lady. I wuz manager of a bath-house for fifteen years an' never took a bath."—Judge.

Chicken

The minister and his bride were preparing to eat a bite at a luncheonette. They were busily engaged with the bill of fare when the waitress, who was a much calcimined and peroxided young miss, came up to take their order. Suddenly the young minister looked up from the bill of fare, smiled sweetly at the waitress, and said: "How is the chicken today?"

"Pretty good, kid," she retorted. "How are you?"—Exchange.

These Modern Twists

Police Chief—"What! You mean to say this fellow choked a woman to death in a cabaret in front of two hundred people, and nobody interfered?"

Cop—"Yes, Cap, everybody thought they were dancin'."—Fetter Clippings.

Experienced

Jackie—"When can I shave like dad does, mummie?"

Mother—"Oh, not for a very long time yet, dear."

"But why not? I know most of the words already?"

A-Plus

Teacher—"Billie, what is three and three?"

Billie—"Three and three are six."

Teacher — "That's pretty good, Billie."

Billie—"Pretty good nothin'. That's perfect."

No Difference

"My boy, why do you continue to stay at the foot of the class?"

"But, Daddy, it doesn't make much difference; teacher gives us the same lessons at both ends."

Facing Defeat

Teacher—"Use these words in a sentence: Deface, defence, detail."

Small Boy—"Deface of the dog gets over defence before detail."

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High Morals Laid to Home Economics

So reads the New York Times' headline for a short article on the three-year record of girls in the home economics department at Cass Technical High School of Detroit.

"No breach of moral conduct has occurred in the last three years among the girls of Cass Technical High School of Detroit so far as the school authorities know. This condition is attributed to the fact that the last six years each girl who entered the school was required to pursue for one semester a special course in the home economics department.

"This course was planned to assist the girls in making the conscious social adjustments which they felt were important to the development of their personality and also in attaining good habits of health and thrift. In a general way the course has been divided into three sections; social cooperation, health and thrift from the standpoint of the responsibility of the individual, the family and the community.

"'One impelling interest of adolescent girls is to secure the social approval of their group,' says Helen Livingstone, head of the department, in a statement explaining the purpose and workings of the home economics course. 'Whatever lends itself to that end is interesting to them. It may be styles of hair-dressing, finger nails, clothing, or manner of conduct, if in their estimation, these enhance their personal appearance and attractiveness. Although the course does not aim to encourage the girls to become social butterflies, it does capitalize this interest and helps the girls to accomplish their objectives through desirable means.'"

Modern High School Versus Old Type of College

"The modern high school hopes to do scientifically for large numbers what the old college did by luck for a few; it hopes to discover the special aptitudes of each student and direct him or her into a life for which nature has provided the gifts. What could be more tragic than the discovery, when it is too late, of the career you ought to have followed? It is worth the cost if we can lay before the boys and girls a fair survey of the professions and trades, of society, of the sciences and the arts. And best of all, if we can do it soon enough for them to follow their real interests."—John Erskine, in Century.

A Safety Alphabet

A is for Accident
Which you may meet
If you are careless
Crossing the street.

B is for Best
And it's best to take care
To see you are safe
When you go anywhere.

C is for Children
And wise children play
Not on the pavement
But out of harm's way.

D is for Doubtful.
It's doubtful if we
Would ever get hurt
If careful we'd be.

E is for Ears
As well as for Eyes.
Use both for protection
If you are wise.

F is for Foolish
And foolish is he
Who thinks not of safety
When safe he can be.

G is for Gong
That the motorman rings.
"Heed me and be safe,"
It constantly sings.

H is for Hurry,
The brother of Harm.
You'd better go slow
Than lose leg or arm.

I is for Injury
You will invite
If you're not careful
When you alight.

J is for January
Beginning the year,
To make it real happy
From danger keep clear.

K is for Knowledge
Or that which we know.
We should know to be careful
Wherever we go.

L is for Look out
To see where we are
And not to go running
In front of a car.

M is for Mindful
Of danger around,
So always be careful
Wherever you're bound.

N is for Neglect
Of safety advice.
Beware, then, and let
This warning suffice.

O is for Only,
There's only one way
To keep out of harm—
Be alert all the day.

P is for Patience,
We'd better not go
With a rush and invite
Suffering and woe.

Q is for Queer.
It often seems queer
People rush into danger
Without any fear.

R is for Railway,
Doing its best
To keep you from harm,
Won't you do the rest?

S is for Safety;
Be on the safe side.
Let care be our motto,
And caution our guide.

T is for Trouble
That carelessness brings.
When you are careful
Danger takes wings.

U is for Useful
And useful advice.
If you ignore it
You must pay the price.

V is for Victim
Of unseemly haste,
Have a care, watch your step
And no time will you waste.

W is for Women,
They should alight
Holding with left hand—
Not with the right.

X is for Xtra
(If that you'll allow),
So be Xtra careful
Forever—and Now.

Y is for Young folks
Who sometimes forget,
Be careful and you will
Have naught to regret.

Z is for Zealous,
Be zealous in care
To keep out of danger
That lurks everywhere.

—United Railways and Electric Company, Baltimore.

Meetings To Be Held

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST

7-12: World Federation of Education Associations, Toronto, Canada.

Summer, 1927: National Congress of Parent-Teachers Association, Oakland, California.

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